INSTITUTE *of* **MUSEUM** *and* **LIBRARY SERVICES**
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SAMPLE * Learning Opportunities Grant (LOG)
Evaluation Logic Model Worksheet

Required

Museum name: Springfield Museum of Natural History

Museum address: 234 Lincoln Street, Springfield, West Dakota

Contact person for LOG evaluation planning: Marina Smith-Wells

Contact title: Director of Education

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> Sections marked "required" are the components of the abbreviated evaluation plan. Pale gray sections are "optional," but recommended.

Required: 1. What is the title of the LOG project whose outcomes you will evaluate?
Magnificent Experiments with Science and Stories: MESS

2. What partner institutions are involved in the project? [Optional]
Ariel County Library District, and School Board (Head Start) of Ariel County

3a. Who are the project's key influencers? [Optional]	3b. What will they want to know about your project participants' outcomes? [Optional]
IMLS	How many people were served? What key outcomes and indicators did you use to build the project? How many participants or users showed the outcome you hoped for? How do you know? Did you meet the need that shaped the project or product? What can we tell IMLS influencers about the benefits of supporting this project?
Ariel County Head Start administration	What did this cost us? How do you know it was worthwhile? Did it improve student preparation for kindergarten? In what way? How do you know?
Head Start teachers	How much work is this? How did I do? Did it help my students? Did they enjoy it?
Head Start parents	Was this good for my child? Did my child enjoy it? Did my child do well? What does this mean for me?
Museum management	Was the partnership productive? What did it cost (time and money)? Did this help children? Should we continue this project? Expand it? Can we find more funding for it? How was this good for the Museum and

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* This example is based on a project of the Florida Natural History Museum funded by IMLS's National Leadership Grants for Museums in the Community in 2000. Information has been modified by IMLS to follow the structure of the Learning Opportunities Grant logic model worksheet.

our audiences?

4. What is the purpose of the project?

Required: 4a. What need did you identify that led you to create the project or product?

Many Ariel County students risk academic failure. 80% of county families live below the poverty line, and parents have little preparation for talking to their children about science. Local Head Start teachers in at-risk areas don't include science activities for children because they don't know how, don't have good science education themselves, and don't feel confident talking about simple science. If we can help these teachers regularly include science activities and information in their classrooms, kids will have early exposure to critical thinking, observation, and reporting, and to science as fun. This will help build base skills for future learning for these children.

4b. What information did you use to identify this need? [Optional]

Performance on the state's standardized tests; high school dropout rates; US census data on education and economic status in the county. Discussion with the Ariel County school and Head Start officials and teachers. Research on early childhood experience as a foundation for classroom learning.

Required: 4c. What group of people has that need (who is your target audience)	4d. What general characteristics of that group will be important for project design decisions? [Optional]
- Teachers and teacher assistants in Head Start/Pre-K; over 50 classrooms in Ariel County.	- 95% of Head Start teachers and teacher assistants in Ariel County are female. Most have limited science education, positive science experiences, or interest in science. They do not know how to create experiences with science that are fun for 3-5-yos, and are not confident about making science connections in day-to-day classroom activities or using science resources. They have limited science vocabulary.
- Real audience is 1200 Head Start/Pre-K students, aged 3-5 years, in Ariel County, but there was consensus among project partners that the most effective way to strengthen their skills and knowledge would be by providing pre-school classroom experiences.	- 80% of families live below the poverty line; by kindergarten, children in feeder families often show limited awareness of the world around them, limited interest in natural phenomena, modest pre-reading skills, and other characteristics linked with long-term academic risk. Research suggests many of these children have very limited early guided play or family experiences related to science.

Required: 4e. What services will you provide to address the need?

- MESS Kits: supplies, materials, and teacher instructions for simple science experiments and activities intended to teach basic science ideas through fun; example: take a hula hoop or other small ring; put it on the grass; how many different creatures and plants do you see?
- Child and teacher book lists for each MESS Kit
- Teacher Workshops for basic science and use of MESS Kits (series of 3: *Everyday Scientists: What You Already Know!*; *Science and Learning*; *Using and Creating your Own MESS Kits*)
- Museum staff give MESS-Around programs for families and teachers at Head Start sites
- Teacher mentoring and technical assistance by phone, e-mail, and classroom visit
- Special museum passes for participating teachers and Head Start families
- Special museum tours for teachers

Required: 4f. What will your audience learn that will help meet their need?

1. Increase teacher interest, confidence, and knowledge in science
2. Increase teachers' use of science for cognitive and language development activities in the classroom.

5. What are the key project inputs? [Optional]

- IMLS Grant
- Head Start teacher release time for workshops
- Planning and advice from Ariel Co. Head Start
- Head Start science curriculum
- Museum education staff to create MESS Kits, develop and give workshops and programs, provide technical assistance and coaching, develop Web page content
- Library book recommendations and collections support
- Family museum passes for participating families and teachers
- Supplies and materials for kits and programs
- Museum design staff to develop kits and PR materials for families
- Museum technology staff to create Web pages for teacher support

6. What key administrative activities will the project need? [Optional]

- Train MESS staff members
- Develop system for partners to collaborate on MESS.
- Research, develop, prototype, evaluate, revise, and produce MESS Kits, teacher workshops, Head Start family programs, and special tours.
- Recruit Teacher and teacher assistants
- Schedule workshops, tours, programs
- Provide families of participating teachers' students with information
- Build Web resources
- Develop book lists with county library; purchase additional library books to support MESS
- Develop and implement teacher workshops
- Develop PR materials for families
- Develop mentoring and support structures for teachers
- Evaluate project, modify as information indicates need
- Analyze evaluation information and report to IMLS, Head Start, Museum, community

7. What are the anticipated outputs of the project?

- 50 workshop participants (teachers and teacher assistants)
- 12 ½-day workshops (4 series of 3 workshops)
- 200 MESS kits (4 topics)
- 1000 family museum passes
- 15 family programs at Head Start sites
- 100 new library cards
- 500 library loans (teachers and families)

Required: 8. What key outcome have you designed your project to have? (What outcome will you measure?)

8a. Outcome 1	Increase teachers' use of science activities to support cognitive development in the classroom.			
8b. Indicator(s)	**8c. Applied to**	**8d. Data Source**	**8e. Data Interval**	**8f. Goal**
(1) The # and % of teachers who use objects, books, *and* activities included in MESS Kits at least once each week in the two months following the 2nd workshop	Head Start/Pre-K teachers and teacher assistants who participate in a workshop	- MESS Kit evaluation surveys (phone interviews) - Questions and museum staff mentor log at time of technical assistance	- 2nd week following workshop 3 for each participant OR follow-up call to non-participants in 2nd or 3rd workshop in series - Each technical assistance event	- 20 teachers (50%)
(2) N/A				

9a. Outcome 2 [Optional]	Increase teachers' confidence in using day-to-day examples of science in the classroom			
9b. Indicator(s)	**9c. Applied to**	**9d. Data Source**	**9e. Data Interval**	**9f. Goal**
(1) Number and percent of teachers who say their confidence in pointing out examples of science in ordinary classroom activities has risen at least one step on a 4-level scale (no confidence, a little confident, somewhat confident, very confident) after their last workshop.	Head Start/Pre-K teachers and teacher assistants who participate in all 3 workshops	Workshop pre-survey responses compared to MESS Kit evaluation surveys (phone interviews)	- Pre-workshop survey, before each workshop - 2nd week following workshop 3 for each participant OR follow-up call to non-participants in 2nd or 3rd workshop in their series	32 teachers (80%)
(2) Number and percent of teachers who say they point out examples of science in their classrooms at least 5 times each week.	Head Start/Pre-K teachers and teacher assistants who participate in workshop 1 (*What You Already Know*)	- Workshop pre-survey responses compared to MESS Kit evaluation surveys (phone interviews) or technical assistance log - Questions and museum staff mentor log at time of technical assistance	- Pre-workshop survey, before each workshop - 2nd week following workshop 3 for each participant OR follow-up call to non-participants in 2nd or 3rd workshop in their series - Each technical assistance event	20 teachers (50%)